



**Extraordinary Governing Board Meeting
Wednesday 12th May 2021 at 6.30 pm
online via Zoom**

DRAFT MINUTES

Name	Role	Present	Name	Role	Present
Chris Ampofo*	Foundation	√	Will Leaf (Co-Chair)	Foundation	√
Dan Brandt*	Foundation	√	Zoë Miller	Parent	√
Ralph Cator	Foundation	x	Anthony Richards	Ex officio	√
Kwamena Duker*	Staff	√	Cristiana Silvares de Melo	Parent	x
Victoria Heald-Barraclough	LA	x	David Sin	Foundation	√
Lucas Janssen	Co-opted	√	Leandos Taliotis	Foundation	x
Marianne Jenkins (Co-Chair)	Foundation	x	Joel Wolchover*	Parent	√

* Present for part of the meeting

Also present:

Nicola Christopher Deputy Head (advising)
Katie Kilgallon Associate Member, T&L Committee (observing)
Janet Gordon Clerk

1. Opening Prayer and welcome

Will Leaf (chairing this meeting) welcomed governors and began the meeting with a prayer.

2. Apologies for Absence

Apologies for absence had been received in advance from Ralph Cator and Marianne Jenkins. Chris Ampofo, Dan Brandt and Kwamena Duker had sent apologies for late arrival.

Documents:

- Child questionnaire analysis March 2021.docx
- PF Draft Budget 2021-22.xls
- PF FGB Draft Minutes 2021-04-28.doc
- Princess Frederica Risk Assessment Upd 29.04.2021 v11.docx
- Proposed vision, mission and values for Princess Frederica May 21.docx
- School Performance Data In-Year May 21.docx
- SFVS Princess Frederica May 2021 (2021-05-10 - LJ Comments).xlsm
- SIP Key Priorities 2018-Dec 2021 v10 2021 Budget costings for 21-22 (1).docx

3. Declaration of interest for items on this agenda

There were no declarations of interest for items on this agenda.

4. Vision (for approval)

[6.41 pm Dan Brandt joined the meeting during this item, making the meeting quorate]

The Chair drew governors' attention to the vision, values and mission statement which had been shared in advance. He gave credit to Zoë, Nicola and the staff team who had put work into this statement. The Chair emphasised the importance of the vision in relation to other aspects of school life.

The Chair invited Zoë to explain the process to date. Governors had initiated this work the previous year, selecting words that described the school. The children were asked to do the same in a School Council meeting and the staff also had the opportunity to feed in their ideas about what is unique about the school. Zoë took these words, phrases and thoughts about the school and its values and assimilated them, leading to the proposed values and considered the combination of particular practices in the school such as music, P4C and outdoor learning.

Zoë explained to governors that a vision statement is an aspirational statement; the values mirror the four mission statements (see Proposed vision, mission and values document). Will, with support from Mr Tang, has added Bible verses that fit the values.

The Headteacher thanked Zoë, Nicola, Will and everyone involved. He felt that the statement provides a purposeful overview of what the school is and gives clarity in terms of direction and priority and will support strategic decision-making for him and the Board.

The Deputy Head informed governors that a number of staff members provided feedback on the draft statements and values.

Will proposed a change to one of the Bible verses to "I can do all things by Him who gives me strength" (Philippians), which fits better the growth mindset.

The Headteacher highlighted the fact that the staff had discussed where the importance of academic achievement and attainment are reflected in the values. Zoë explained that **Growth** came from the concept of growth mindset, which is reflected in the holistic curriculum approach at the school: that you can learn from failure, you never give up and can always have another go, something that is lived at the school and ties in with the idea of continuous growth, but also growth in nature and the work on the Embankment. **Faith** was chosen by the staff, coming from belief and the Christian nature of the school, but also belief in oneself and each other. **Unity** was chosen as an alternative to harmony (which reflected the importance and impact of music in the school) and echoes the initial comments from staff about celebrating diversity, but also pupils' unique difference while working together

towards a common goal. **Kindness** is something commented on frequently – that the school is a compassionate place to be – and ties in with feeling safe.

The Chair added that the vision statement “**Belonging, learning and growth for life in all its fullness**” describes a journey: the school has always been strong on welcoming people of all faiths or none; this sense of belonging creates a safe space for learning from a broad curriculum and for growth in character. Zoë referred to the importance of a sense of belonging in the Church of England’s vision document, as discussed during LDBS training she had attended. The Headteacher felt that the values of unity and kindness encompass the importance of thinking about equality and protected characteristics.

Governors unanimously **approved** the vision, mission and values with substitution of the Bible verse mentioned above and removal of the duplicate word “to” after “exists” under the heading Mission statements.

Governors discussed how to publicise the vision, mission and values. The Headteacher suggested that there might be expertise within the school community to help support this. The Deputy Head is looking at how to make them visible in the school entrance. Zoë explained that the next step would be to share the document with parents and give them the opportunity to comment.

A governor queried whether there was a need to ensure gender neutral language is used. The Bible verses refer to “Him”, meaning Christ.

5. Budget 2021-22 (for approval)

The Headteacher informed governors that he had worked on the budget with the Deputy Head and financial consultant Steve Llewellyn. Co-Chair Marianne and Co-Vice Chair/Chair of Resources Lucas had joined a budget meeting and scrutinised the figures. As well as the draft budget figures, a costed version of the School Improvement priorities for 2021-22 had been shared. This demonstrates that spending is focused on these strategic priorities, including the development of the Early Years Foundation Stage, training and development of staff and wellbeing initiatives for staff and children.

The year end 2020-21 had a more positive outturn than originally projected and so Year 3 is now not as negative as it was a year ago. The Headteacher reminded governors that they had previously discussed that the longer term budget position can change significantly as a result of staffing changes, but pay rises and pension contribution increases for the current staff have been included.

The Headteacher reported that governors had noted that the budget outcome was more accurate than it had been historically and there is a clearer picture of spending. Projections have based on realistic spending patterns before the impact of Covid, but implications for this year have been included.

The Headteacher drew governors’ attention to the staff development line. Although the amount allocated may appear to have dropped compared to previous years, some costs for

staff training and development are included in the BSP membership (£5.5K) under Professional Fees or through the Brent subscriptions (£2.5K). These cover compliance, curriculum and governance courses.

Spending on buildings maintenance and improvement is lower than last year. There was spending on the pitch last year, offset by a PSA contribution.

The spend on ICT is increased to include investment in interactive whiteboards. These were due for replacement this year, based on the estimated lifespan and some are no longer fully functional, which has an impact on teaching and learning. The screens are not fully compatible with the presentation software that teachers use currently. Replacement of all interactive screens across the school will cost a total of £60-70K. The budget includes a £10K investment year on year for three years and there is a plan to fundraise for the balance and speed up installation.

Reserves are at 5.73% and governors were reassured that spending a proportion of the carryforward is not a concern, as there should not be a large carry forward on an ongoing basis. At the end of Year 2, the carry forward is 1.86%.

On income: donations and voluntary funds, a significant one-off contribution is included in Year 1, along with recurring annual projections of £40K from ABC Fund donations.

Governors noted that there was not expenditure for a librarian and asked what was planned. Since the librarian left, the library is being managed by a parent volunteer two afternoons a week and other parent volunteers will be sought for next year.

Governors asked whether the move from employing a librarian to parent volunteers was a strategic or budgetary decision. Parents have approached SLT to say that they would like to support the school. When the librarian left, this was seen as an opportunity for inviting volunteers to help rather than recruiting to a part-time paid role.

Governors asked which part of the budget caused the Headteacher most concern. The building could cause the most significant unexpected expenses. £4K has been included in buildings maintenance and improvement because a door in the Nursery has broken. With a Victorian building it is difficult to maintain it to the point where unexpected issues don't occur.

Governors asked whether the LDBS have other older buildings with similar issues. The annual condition survey identifies problems and priorities and schools with the most pressing situation in the diocese receive funding. The school is in a better position than it was in two to three years ago, as brick work was completed, leaks have been dealt with, there is a new fire alarm system and boilers and some work on the roof and pipework under the school has been completed through the LDBS.

Governors **approved** the budget.

[6.59 pm Kwamena Duker joined the meeting during this item]

6. School Financial Value Standard (SFVS) return

The Chair reminded governors about the purpose of the SFVS return, which had been shared in advance. He asked the Headteacher to explain the points which were RAG rated red related to staffing. For Pupil to teacher ratio, the school is in the lowest 10% of similar schools. This is the total number of pupils divided by the number of full time equivalent (FTE) teachers. A higher number of teachers per pupil results in a lower pupil: teacher ratio. The school has more teachers per pupil than other schools because there are dedicated specialist Music and PE teachers.

The teacher contact ratio is less than 1.0, rated as “much lower than recommended” (at 0.696). This is based on the number of classes divided by the FTE teachers. With 21.54 FTE there is a high number of teachers for the number of classes (15), meaning the teacher contact ratio is low, in part as a result of having specialist teachers without a class.

Spending on teaching resources as a percentage of total expenditure is shown as being in the lowest 10% of similar schools. This is something that has been increased in the new budget.

Governors **approved** the SFVS return for sign off by one of the Co-Chairs and submission to Brent.

7. Progress and attainment update

The Headteacher summarised the in year performance data shared in advance, explaining that it is based on teacher judgements as well as the most recent assessments. The focus is currently on Reading, Writing and Maths. Although Ofsted is no longer focused on data, the school continues to collect and analyse data termly, so that teachers and children can be supported and trends can be identified, including catch up priorities.

The Headteacher explained that the 2019/20 figures are for March assessments, as summer 2020 assessments did not take place because of lockdown. 2020/21 figures show where the children are after the March 2021 assessments and there will be an update in the summer term.

The Headteacher explained that Writing is assessed by portfolio and demonstration of the in depth standard is more likely to happen towards the end of the academic year, rather than during the year. Additionally, as discussed previously, Writing is the area that has suffered most during lockdown.

SLT analysis of the data reinforces the focuses and support in the school's catch up programme. In Year 5 there is a focus on all areas. In Reading, for example, the average progress is 2.36, which is two terms away from where they should be by the end of the year (3.0). An additional teacher is providing targeted support two days per week, to ensure that the children get back on track to meet Age Related Expectations (ARE).

In other year groups, children are on track to meet ARE in Reading despite disruption for two terms. The validity of this data has been checked by SLT. Writing and Spelling have been affected more, but the children are not two terms behind where they would usually be. Maths has been more positive.

The impact of work with Years 1 and 2 is being shown faster than in Year 5. The progress data looks good in Year 1, but this is because many children came from the Foundation stage still working towards the Early Learning Goals. They have made accelerated progress, but from a lower than usual starting point.

Considering year to date progress for groups from their September baseline (page 2 of the performance report), SEND, Pupil Premium and Black Caribbean children have all made more than two terms' progress.

Governors discussed the fact that progress measures are not related to the percentage of children at the expected standard, but to progress from where they were at the end of the previous phase. In the Teaching & Learning committee there had been previous discussion about the reasons that it is difficult for all high prior attainers to reach the greater depth standard in Year 6, particularly in Writing.

Although national assessments are not going ahead again this year, Year 6 will sit SATs papers so that they have this experience.

Governors asked whether the second set of assessments this school year showed less impact from the second closure to the majority of pupils and whether children had maintained progress better with the changes in the home learning provision. The Headteacher confirmed that the impact of the first lockdown was greater, although there was less impact on Reading. In the spring lockdown, the children's learning was sustained and the children returned in a learning frame of mind. Parents had supported the school in keeping to timetables and attitude to learning and so the children were able to re-engage faster. The Headteacher has made sure that the staff know that the time and effort they put into the school's approach to home learning was worthwhile.

Governors asked whether the decreasing trajectory of Year 5 in all areas was concerning. The Headteacher reminded governors that the data for 2019/20 and 2020/21 is part-way through the year. There are other specific factors for this cohort, with more SEND diagnoses, for example. This is the year group that requires the most support and as mentioned above, a trained, experienced teacher is supporting a group of children.

Governors asked whether the Reception children mentioned above, who had not met the Early Learning Goals, are expected to catch up at some point in the future. The Headteacher anticipates that they will catch up. A hybrid model will be used, providing support for fine and gross motor skills and those children who are ready will start the Year 1 curriculum. The children will be measured against the ELGs at the end of the autumn term. Clarity in communication with parents will be key via parent meetings. The Headteacher is confident that with the planned support, access to the Year 1 curriculum when they are ready and with

the Phonics programme, the children will be ready for Key Stage 2 and will not remain a term behind throughout their school career.

[7.42 pm Joel Wolchover left the meeting until 7.51 pm; 7.46 pm Chris Ampofo joined the meeting during this item]

8. Wellbeing survey results (pupils)

The Headteacher reminded governors about confidentiality. The survey was conducted in an age-appropriate way: teachers asked questions in the EYFS, Year 1 and 2 circled faces and the Juniors provided rich written feedback.

Overall, the large majority of children feel safe and understand how to gain help and support if they need it. They are happy to see the staff and to be able to play with their friends again.

The Headteacher reassured governors that responses to whether the children have friends that they can play with at school have been considered.

The Reception responses can be viewed as an indication only, as four or five children raised their hand for almost everything.

Governors thanked the Headteacher for sharing these results.

9. Risk Assessment v11 (for approval)

The Headteacher reassured governors that changes are introduced slowly. Although things are looking positive, it is important to remember that some of the staff are still anxious about Covid. The main rationale for the altered measures is where it has a direct impact on the children's learning and staff confidence. Tables are now more in groups, which allows collaborative work. Bubbles are not being compromised. There is the potential for off site trips after half term, if the Covid roadmap continues to be positive.

Governors noted that there was an action for them to review breakout spaces for staff. This could be included in a follow up on site visit to review compliance to the risk assessment. The staff room rules have been relaxed slightly, but staff do not spend extended time there.

Governors **approved** the risk assessment.

10. Minutes of the previous meeting (28th April 2021)

i. Accuracy

Governors **approved** the minutes of the previous meeting as accurate.

ii. Matters arising

- **Whole Board development session: actions to take forward incl governor monitoring / link roles**

The Headteacher met Zoë, Dan and the Clerk online to discuss governor monitoring. He will bring ideas for the next academic year to the next meeting.

Action: Headteacher

Governors were encouraged to comment on the Google Doc shared previously, identifying actions to take forward from the whole Board development session.

Action: Governors

The Headteacher will liaise with Lucas regarding the outstanding action: write to the LDBS.

Action: Headteacher and Lucas

The Headteacher will include comparative ethnicity data in the next Headteacher's report.

Action: Headteacher

An edit to the wording around peer on peer abuse in the Safeguarding policy is in progress.

Action: Headteacher

Governors were reminded to log any training or professional development they take part in on Google Drive.

Action: Governors

11. Any other urgent business

None.

The Chair thanked governors and the Headteacher and closed the meeting at 8.10 pm
